DOCUMENT RESUME

ED 421 475 SP 038 047

AUTHOR	Lacey, Candace H.
TITLE	Heading Toward a New Era: Baseline Data on the Preferred Values of Lay Women and Men Who Teach in Roman Catholic Secondary Schools.
PUB DATE	1998-04-00
NOTE	17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Aesthetic Values; *Catholic Schools; *High Schools; *Lay Teachers; Political Attitudes; *Secondary School Teachers; *Sex Differences; Social Values; Teacher Attitudes; *Values
IDENTIFIERS	Religiosity

ABSTRACT

This study investigated the value preferences of lay women and men who taught in Roman Catholic secondary schools in the Archdiocese of Miami. Questionnaires were sent to a stratified random sample of 353 full-time secondary school teachers, and a total of 168 lay respondents returned usable forms. Respondents were asked to complete a brief demographic profile and the Study of Values survey. The survey consisted of two parts. Part 1 was comprised of 30 questions, each of which asked the respondent to select one of two or more alternative answers and note the strength of preference for each answer. Part 2 was composed of 15 questions which required the respondent to rank each question with 4 alternative answers ranging from most preferred to the least preferred. The survey focused on six values: aesthetic, economic, political, religious, social, and theoretical. Mean scores and analyses of variance tests concluded that the religious value was the dominant preference for the respondents, followed in descending order by social, aesthetic, theoretical, political, and economic values. Men appeared to exhibit a preference for theoretical, economic, and political values while women appeared to exhibit a preference for aesthetic, religious, and social values. (Contains 19 references.) (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 475

Heading Toward a New Era: Baseline Data on the Preferred Values of Lay Women and Men Who Teach in Roman Catholic Secondary Schools

Candace H. Lacey

Arkansas State University

A paper presented at the Annual Meeting of the

American Educational Research Association

April 13-17, 1998

San Diego, California

SP038047

C. Lacey

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Abstract

The primary purpose of this descriptive study was to establish baseline data on the value preferences of lay women and men who teach in Roman Catholic secondary schools in the Archdiocese of Miami. Identification of group mean scores and determination of shared values across the genders may be helpful in understanding what values contribute to the school and classroom climate. Data were collected from a stratified random sample of full-time secondary school teacher (n=187) results of lay respondents (168) are reported in this paper. Respondents completed a brief demographic profile and survey instrument, the Study of Values. Mean scores and analyses of variance tests concluded that the Religious value orientation was the dominant preference for the group. Aesthetic, Social, Political, and Theoretical values were significantly different for women and men. Implications for practice and recommendations for future research are given.

Heading Toward A New Era: Baseline Data on the Values of Lay Women and Men Who Teach in Roman Catholic Secondary Schools

Introduction

The past twenty-five years have seen dramatic changes in the composition of the faculty in the nation's Catholic secondary schools. National Catholic Educational Association (NCEA) statistics for 1993 indicated that 85% of all Catholic school teachers were lay women and men compared to 74% ten years earlier and 52% twenty-three years earlier (Brigham, 1994; Convey, 1992). Throughout the country secondary schools are experiencing transitions similar to the Archdiocese of Miami where during the 1993-1994 school year 86% of full-time secondary school teachers were lay women and men (Brigham, 1994). Four years later that number had risen to 93% of the full-time teaching staff. In response to the increased lay presence, the National Catholic Education Association (1987) published the following:

> Catholic secondary schools are depending increasingly upon the commitment, gifts, skills and leadership of lay teachers. This is a reflection of a larger transition which the Church is experiencing, a transition which brings with it not only new opportunities but also ambiguities about role relationships, self-understanding, financial arrangements, shifting power relationships and issues of authority. While these new opportunities have brought fresh vitality to the schools, unresolved ambiguities create unique challenges. (p. 5)

School leaders must meet these new challenges. As more lay teachers, both Catholic and non-Catholic, fill Catholic secondary school classrooms it becomes increasingly important to examine the personal values that provide the fabric that motivates lay women and men to teach in Catholic schools and ultimately enables them to share these values with their students. As Benson and Guerra (1985) observed,

> Students learn a great deal from teachers, and not all of what they learn is academic in content. Teachers are role models, mentors, and communicators of values--whether they intend to be or not. Their convictions--strong or weak, orthodox or unorthodox, shared or hidden--become known to students and are influential in students' efforts to sort out and build their own positions on matters of faith and values. (p. 1)

Theoretical considerations suggest that values determine attitudes, behaviors, motivation, and personality (Allport, 1965; Rokeach, 1973). Values can be measured and are related to a number of important variables such as age, gender, life roles, occupational choice, job stability, and job satisfaction (Allport, Vernon, & Lindzey, 1970; Rokeach, 1973; Super & Sverko, 1995; Weiss, Dawis, & Lofquist in Super & Sverko, 1995). Shared values played an important role in defining culture and climate, in outlining a framework for teacher satisfaction, in describing effective schools, and in providing a positive quality of life for students and teachers (Anderson, 1982; Convey, 1992; Deal, 1985; Deal & Kennedy, 1982; Grant, 1985; Salganik & Karweit, 1982; Sergiovanni, 1987).

As important as values are to the school community they are rarely discussed. Louis (1988) concluded that, "This is because they are viewed as given or basic assumptions rather than as issues for debate" (p. 2). The values exhibited by members of the school community impact every aspect of the school. Values are the heart of the school because they are a reflection of what the members of the community hold important. Values help us explain how and why we behave the way we do (Homer & Kahle, 1988). They are a way of understanding the interest or motives in personality. "We know a person best if we know what kind of future he is bringing about--and his molding of the future rests primarily on his personal values"

(Allport, 1965, p. 454). Teachers mold the future by molding the minds of the students in their charge.

This research used the Study of Values (Allport, Vernon, & Lindzey, 1960) to identify the aesthetic, economic, political, religious, social, and theoretical values reported by lay teachers in the Roman Catholic secondary schools in the Archdiocese of Miami. These teachers represent the national trend toward increased lay participation in the Roman Catholic secondary school classroom. By collecting baseline data on the values of lay Catholic secondary school teachers, the groundwork will be laid for understanding schools' values and cultures. This may inspire further research on Catholic school climate, administrative values, turnover and retention. On a broader scale, it may help illuminate the character of Catholic secondary education in America as it moves into the 21st century.

Research Design

The descriptive data presented in this paper is part of a larger study designed to establish baseline data on the values of lay and religious teachers in the Roman Catholic secondary schools in the Archdiocese of Miami. The research questions for this part of the study were: 1) What are the mean scores for each of the six values identified in the Study of Values for lay women and men teachers in the Roman Catholic secondary schools in the Archdiocese of Miami? 2) Do mean scores differ for women and men for each of the values?

Instrument

The instrument for this study included the 1960 edition of the Study of Values, demographic questions created by the researcher, and a support letter from the Superintendent of Schools. The Study of Values consisted of two parts. Part I was comprised of 30 questions, each of which asked the respondent to select one of two alternative answers. In addition to

selecting an answer the respondent was asked to indicate the strength of preference by distributing three points between the two alternative responses (2 to one and 1 to the other; 3 to one and 0 to the other). Part II was composed of 15 questions. Respondents were required to rank the four alternative answers to each question from most preferred (4) to the least preferred (1). Scores for each value were obtained by summing the item scores and adding or subtracting correction figures provided in the manual (Allport et al., 1960, 1970).

While the latest edition of the Study of Values is almost 30 years old, it was selected for this study because it included the religious value preference, it has been used consistently in vocational research, and it performed well in validation studies. The split-half reliability coefficients for the values ranged from .84 for economic values to .95 for religious values. Test-retest reliability ranged from .84 for economic values to .93 for religious values (Allport et al., 1960,1970). Correlation among the values was difficult because the scores on each value are interdependent. However, a positive correlation was found between social and religious values and between economic and political values. To a lesser degree a correlation exists between theoretical and aesthetic values (Allport et al., 1960, 1970). Validity has been established over time by "examining the scores of groups whose characteristics are known" (Allport et al., 1970, p. 13). From these studies it was determined that women tended toward more religious, social and aesthetic value preferences, while men tended toward more theoretical and economic value preferences (Allport et al., 1970).

Sample

The study was limited to the 648 full-time teachers in the Archdiocese's twelve Roman Catholic secondary schools during the 1996-1997 school year. Eleven of the twelve high schools were included in the study. One high school did not participate because of communication delays.

Because the research was conducted late in the school year, and the researcher was concerned about response rate 353 surveys were sent to a stratified random sample of teachers. Stratification was used to include all full-time religious teachers in the sample. Since there were only 45 full-time religious faculty members in the schools in the study, this stratification was done to ensure that this subgroup was represented for research not included in this paper.

A total of 187 usable surveys (53%) were returned. Lay respondents returned 168 usable surveys (90%). Ten percent of the hand-scored surveys were randomly selected and verified by the researcher to ensure that accurate data were recorded and entered into SPSS. To insure the accuracy of the data, frequency tables and box plots were generated and checked to verify that all values were within the ranges established for the instrument. Errors and omissions were corrected and descriptive statistics and analyses of variance were run on the clean data set.

In order to conduct this study, the following assumption was made: The sample population randomly selected for this study was a reasonably accurate representation of the teachers in the participating secondary schools. All Roman Catholic Secondary schools in the Archdiocese were given an equal opportunity to be included in the research.

Data Analysis

Descriptive statistics were run on the demographic questions. Mean scores and an ANOVA were used to analyze the instrument data. The ANOVA was used for the cross-gender comparisons because other questions beyond the scope of this paper were also of interest. Since an analysis of variance is essentially a more rigorous measure of difference than the t-test (Gay, 1996), this serves to strengthen the findings.

Demographics

Demographics for the 168 lay respondents included 99 women (59%) and 69 men (41%). National statistics for full-time Catholic secondary school teachers indicated that women accounted for 56% of the teaching population, and men accounted for 44% of the population. (Brigham, 1994). Fifty-eight percent of the teachers in the Archdiocese were women and 42% were men. The average age for the teachers in this study was 41 years. In addition, 43% of these lay teachers had over 16 years of experience in Catholic secondary schools. The length of service may be seen as evidence of their commitment to Catholic secondary school education, and may add strength to the responses provided by the teachers.

Research Question 1

What are the mean scores for each of the values identified in the Study of Values for teachers in this study?

Mean scores, standard deviations, and ranks are presented in Table 1.

Table 1

Summary of Mean Scores for Six Values (n = 168)

Value	M	Rank (High to Low)	SD	Rank (Low to High)
Aesthetic	40.86	3	8.12	5
Economic	37.02	6	7.45	4
Political	37.40	5	6.17	1
Religious	44.11	1	8.88	6
Social	41.89	2	7.04	2
Theoretical	38.71	4	7.27	3

Research Question 1 showed that the highest mean score was recorded for the Religious value (44.11). However, the standard deviation of 8.88 for this value indicates that scores were widely dispersed from the mean. The Political value with a mean score of 37.40 and standard deviation of 6.17 shows a tighter clustering of scores around the mean. Low mean scores were found for the Political (37.40) and Economic (37.02) values. Mid-range mean scores were found for the Aesthetic (40.86) and Theoretical (38.71) values.

Research Question 2

Research Question 2 looked at the difference in mean scores between women and men. Results are reported in Table 2.

Table 2

Means, Standard Deviations, and p values for the Six Values for the Subgroup Men and Women

Variable	M_m	Rank	SD	Rank	M_w	Rank	SD	Rank	p
Aesthetic	39.02	4	8.50	4	42.15	3	7.63	5	.0134*
Economic	37.17	6	8.52	5	36.92	5	6.65	2	.8364
Political	38.59	5	6.78	1	36.57	6	5.59	1	.0362*
Religious	44.14	1	9.33	6	44.10	1	8.60	6	.9762
Social	40.46	3	7.05	3	42.89	2	6.90	3	.0272*
Theoretic	40.64	2	6.81	2	37.37	4	7.32	4	.0039*

Note. M_m = mean score for men; n=69 (37%), M_w= mean score for women; n= 99 (53%).
* $p < .05$.

The Aesthetic (.0134), Political (.0362), Social (.0272), and Theoretical (.0039) values were found to have statistically significant p scores at the .05 level. Standard deviations for women ranged from 5.59 for Political to 8.60 for Religious. Standard deviations for men ranged from 6.78 for Political to 9.33 for Religious.

Conclusions, Discussion and Recommendations

Because of the ipsative nature of this instrument, respondents were forced to select between competing values. Even so, shared values do exist among the lay secondary school teachers in this study. The Religious value which Spranger (in Allport, 1965) defined in the mature personality as being "...an "intrinsic" value for the individual, and as such is comprehensive and integrative and motivational" (p. 301), was found to be the most predominant shared value. In a motivational sense it is perhaps this value more than any other

that is responsible for teachers selecting and remaining in Catholic secondary schools. Paramount to those who exhibit a Religious value preference is the concept of unity. Unity allows one to build a life around a guiding philosophy. Decisions on career choice, job stability, and job satisfaction will be influenced by the philosophy which brings unity to the individual's life. While this value preference was most dominant, it also had the widest dispersion in mean scores of all of the values. So while most of the teachers in this study preferred a Religious value orientation, they varied widely in their level of preference.

The Social, Aesthetic, Theoretical, Political, and Economic values followed in descending order. It is of little surprise that the Social value ranked second with the teachers in this study. This value reflects the altruistic aspects of love. People who are motivated by this value can be described as kind, unselfish, and sympathetic. This value has been closely related to the Religious value in previous studies (Allport et al., 1970). The literature on quality of work life, teacher stresses, and personality all confirms the need for social relationships with colleagues, parents, and students.

The economic orientation was the least preferred value orientation for teachers in this study. Self-preservation and financial gain, important characteristics of those who prefer an economic value orientation, were found to be least important to these teachers. This finding confirms Sederberg and Clark's (1987) research which found that financial considerations were not crucial to a teacher's decision to remain in the profession.

The Study of Values manual (1970) indicated a gender related value preference pattern. Men appeared to exhibit a preference for Theoretical, Economic, and Political values while women appeared to exhibit a preference for the Aesthetic, Religious, and Social values. In this

study men and women differed significantly ($p<.05$) on the Aesthetic, Social, Political, and Theoretical values.

Women had higher mean scores and smaller standard deviations on the Aesthetic and Social values than their male counterparts. The Aesthetic value is characterized by an interest in the artistic experiences of life, a concern for form and harmony, a preference toward individuality, self-sufficiency, and diversity. The Social value finds its manifestation in concern for others. Those demonstrating a preference for this value are considered kind, sympathetic and selfless. Form and harmony, key components of the Aesthetic value, and love of people, a key component of the Social value, may be natural manifestations of the gender related preferences attributable to women. Women in this study were motivated by factors which found their roots in goodness of fit and selflessness. Allport and associates (1970) would characterize these women as finding the ultimate value in viewing life as a series of harmonious events, with each event being enjoyed for its own sake. Individualism and self-sufficiency are dominant values for the female teachers in this study.

Men in this study had higher mean scores and smaller standard deviations on the Political and Theoretical value. These values compared positively with general gender norms for the Study of Values (Allport et al., 1970). The Theoretical value preference is oriented toward observation and evaluation directed toward the discovery of truth based on empirical, critical, and rational interests (Allport et al., 1970). The Political value preference is often misinterpreted as a quest for political power. In terms of this study, the political value preference may be viewed in terms of competition. The male respondents could be described as non-judgmental in terms of seeking knowledge while being motivated by the need to succeed. Both of these value choices may be attributed to gender related preferences.

Interestingly, the Aesthetic and Theoretical values are sometimes viewed as direct opposites. The Aesthetic value is concerned with harmony and diversity and the Theoretical value is concerned with the cognitive discovery of truth. Since men and women's value preferences were found to be diametrically opposed, it may be assumed that some other value choice brought balance to the profile of the teachers in this study. This balance may be a result of the commonality of the Religious value preference that is shared among all faculty members. This may indicate that while the value preferences driving the genders are different, there exists a unifying philosophy of life (Religious value) which provides a framework, the basis for Catholic secondary school teachers to function as a unified faculty.

Women and men teachers in this study varied the least on the Economic value preference. Material rewards are least important for the respondents, and intrinsic motivators far outweigh extrinsic motivators as a means of attracting and satisfying the teachers in this study.

Recommendations for Practice

Since shared values do exist among teachers in the Roman Catholic secondary schools examined in this study, administrators should be aware of these values when making recruitment and hiring decisions. These decisions are best served by matching an individual's value preference with the value preference of the school. Since shared values were found to be essential for building and maintaining school climate (Grant, 1985), the identification of a Religious value preference is important when hiring new faculty. Thus a focus on applicant's religiosity rather than Catholicism may be indicated.

In addition, it is recommended that the school environment be enhanced to meet the needs of the value orientations found in this research. The Aesthetic and Social preferences exhibited by the women teachers would indicate a need to provide a work place that encourages

creativity, individuality, and community. The men in this study displayed a preference for the Theoretical value; therefore, it is recommended that access to technology such as computers be available. Since both value preferences seek harmony, albeit through different means, it is further recommended that teacher related administrative functions, such as faculty meetings, be conducted in an organized manner that encourages open participation and opportunities for input.

Recommendations for Future Research

This research included only full-time faculty members. It would be of interest to examine the values of administrators of Catholic secondary schools to compare value preferences. Additionally, similar research might be conducted in elementary schools to determine if there is a difference in value preferences between elementary and secondary school faculty. This research was quantitative. A similar study using qualitative methods of research would expand upon the insights of this study. Finally, it is recommended that this research be expanded to included teachers in private and public schools.

References

Allport, G. W. (1965). Pattern and growth in personality. New York: Holt, Rinehart and Winston.

Allport, G. W., Vernon, P. E., & Lindzey, G. (1960). Study of values: Test booklet (3rd ed.) Chicago, IL: Riverside Publishing Co.

Allport, G. W., Vernon, P. E., & Lindzey, G. (1970). Study of values, Manual (3rd ed.). Boston: Houghton Mifflin.

Anderson, C. S. (1982). The search for school climate: A review of the research. Review of Educational Research, 52, 368-420.

Benson, P. L., & Guerra, M. J. (1985). Sharing the faith: The beliefs and values of Catholic high school teachers. Washington, DC: National Catholic Education Association.

Brigham, F. H. (1994). United States Catholic elementary and secondary schools 1993-1994: Annual statistical report on schools, enrollment, and staffing. Washington, DC: National Catholic Education Association.

Convey, J. J. (1992). Catholic schools make a difference: Twenty-five years of research. Washington, DC: National Catholic Educational Association.

Deal, T. E. (1985). The symbolism of effective schools. The Elementary School Journal, 85, 601-619.

Deal, T. E., & Kennedy, A. A. (1982). Corporate cultures: The rites and rituals of corporate life. Reading, MA: Addison Wesley.

Gay, L. R. (1996). Educational research competencies for analysis and application (5th ed.). New Jersey: Merrill.

Grant, G. (1985). The world we created at Hamilton High. Cambridge, MA: Harvard University Press.

Homer, P. M. & Kahle, L. R. (1988). A structural equation test of the value-attitude-behavior hierarchy. Journal of Personality and Social Psychology, 54 (4), 638-646.

Louis, K. S. (1988). Social and community values and the quality of teacher work life. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

National Catholic Education Association. (1987). Consensus statement. Proceedings of the symposium based upon the study: Sharing the faith: The beliefs and values of Catholic high school teachers. Washington: DC: Author.

Rokeach, M. (1973). The nature of human values. New York: Free Press.

Salganik, L. H., & Karweit, N. (1982). Volunteerism and governance in education. Sociology of Education 55, (2-3), 152-161.

Sederberg, C. H., & Clark, S. M. (1987). Motivation, incentives and rewards for high vitality teachers: Organizational and administrative considerations. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Sergiovanni, T. J. (1987). The theoretical basis for cultural leadership. Leadership: Examining the elusive. 1987 ASCD Yearbook. Alexandra, VA: ASCD Publications.

Super, D. E., & Sverko, B. (1995). Life roles, values, and careers. San Francisco: Jossey-Bass.